

A Blueprint for Learning

Language Arts

Eighth Grade

The ***Blueprint for Learning*** is a companion document for the Tennessee Curriculum Standards which are located at www.tennessee.gov/education. Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

Key features of the reformatted version are:

- All grades for each content area are provided in the printed manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
 - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

= Introduced D = Developing A = State Assessed M = Mastered

REPORTING CATEGORY

C = Content G = Grammar MG = Meaning T = Techniques and Skills V = Vocabulary
WO=Writing Organization WP = Writing Process

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LANGUAGE ARTS ***Eighth Grade***

READING

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint texts.

Oral Language/Decoding

| Key | Reporting Category | |
|------------|---------------------------|--|
| M | | Organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations. |
| D | | Participate in creative responses to text (e.g., debates, dramatizations, and speeches). |
| D | | Deliver a focused, well-organized oral presentation, using multiple sources of information from any content area utilizing visual aids for contextual support. |
| M | | Read aloud, discuss, and present, using correct stress, pitch, juncture, punctuation, expression, and rate. |
| I | | Approach texts according to their type, using appropriate skills and prior knowledge. |
| D | | Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences. |
| D | | Evaluate patterns of rhyme and rhythm and consider their effect on meaning. |
| M | | Demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts. |
| M | | Participate in guided reading. |
| M | | Adjust speed based on the purpose for reading. |

Comprehension

| | | |
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| D | | Use reference sources to build background knowledge for reading. |
| D | | Use previously learned strategies to front load text (e.g., skimming and scanning, connecting to prior knowledge). |
| D | | Preview text, using supports such as illustrations/pictures, captions, graphs, diagrams, headings, subheadings, and footnotes. |
| A | T | Use text features (e.g., sidebars, footnotes, and endnotes) to determine meaning. |
| A | T | Locate information using available text features (e.g., maps, charts, graphics, indexes, glossaries, table of contents, and appendices). |
| D | | Relate the significance of the selections studied to students' life experiences. |
| D | | Examine significant words to be encountered in the text. |
| D | | Make predictions about text. |
| D | | Relate selections studied to prior experience, historical knowledge, current events, and cultural background. |
| A | MG | Formulate appropriate questions during the reading of the text. |
| D | | Use self-monitoring and self-correcting strategies while reading. |
| D | | Engage in reading between the lines. |
| A | MG | Recognize a reasonable prediction of future events of a passage. |
| D | | Create mental pictures from abstract information. |
| A | MG | Determine inferences from selected passages. |

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| | | |
|----------|-----------|--|
| A | T | Select information using keywords and headings. |
| D | | Verify or modify pre-reading purposes as additional information is obtained. |
| D | | Explore ways to interact with text. |
| D | | Indicate, analyze, and evaluate the sequence of events. |
| D | | Recognize and state the main idea/central element in a given reading selection, noting supporting details. |
| D | | Identify the author's purpose and analyze to determine whether purpose is met. |
| D | | Analyze the text to find contextual support for ideas, opinions, and responses to questions. |
| A | T | Identify instances of bias and stereotyping in print and nonprint contexts. |
| A | T | Recognize and identify the techniques of propaganda (i.e., bandwagon, loaded words, and testimonials). |
| A | T | Identify examples of sound devices within context (e.g., rhyme, alliteration, assonance, slant rhyme, repetition, and internal rhyme). |
| A | T | Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode. |
| A | MG | Determine cause and effect relationships in context. |
| M | | Identify statements as fact or opinion. |
| D | | Reflect on comprehension strategies utilized. |
| A | MG | Identify an appropriate title to reinforce the main idea of a passage or paragraph. |
| D | | Read for a variety of purposes: literary experience, information, enjoyment, and vocabulary. |
| A | MG | Identify an appropriate title to reinforce the main idea of a passage or paragraph. |
| D | | Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books. |
| D | | Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, and recommendation of others). |
| D | | Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, and artistic expressions). |
| D | | Read daily from self-selected materials. |
| D | | Experience and develop an awareness of literature that reflects a diverse society. |
| D | | Maintain a personal reading list or reading log/journal to reflect reading gains and accomplishments. |
| D | | Build vocabulary by listening to literature, viewing films and documentaries, participating in class discussions, and reading self-selected and assigned texts. |
| D | | Build vocabulary by reading and viewing from a wide variety of texts. |
| D | | Analyze word meanings using roots, prefixes, and suffixes. |
| D | | Use context clues, dictionaries, electronic sources, glossaries, and other resources as aids in determining word meanings. |
| A | V | Recognize and use grade appropriate and/or content specific vocabulary. |
| D | | Evaluate the use of synonyms, antonyms, homonyms, and multiple meaning words, and determine how they assist with understanding. |
| M | | Foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, and power words). |
| D | | Analyze and use useful mnemonic devices (e.g., rhyming words, vocabulary cartoons, and kinesthetic activities) to acquire new vocabulary. |
| A | V | Choose a logical word or phrase to complete an analogy, using scrambled words and homophones in addition to previously learned analogies. |
| D | | Recognize the historical influences on and changes to the English language as part of vocabulary study. |
| A | V | Recognize commonly used foreign phrases (e.g., <i>e pluribus unum</i> , <i>c'est la vie</i> , <i>bon jour</i> , <i>hasta la vista</i> , <i>bon voyage</i> , <i>mi casa es su casa</i>). |

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| | | |
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| D | | Distinguish between the connotation and denotation of words. |
| D | | Recognize that word choices help to create a mood. |
| D | | Discover ways by which a language acquires new words (e.g., brand names, acronyms). |
| D | | Identify the base/root word of a word having affixes. |
| D | | Determine the meaning of prefixes and suffixes through identification and usage. |
| A | V | Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym. |
| A | V | Recognize the effect of stressed and unstressed syllables to aid in identifying the meaning of multiple meaning words. |
| D | | Decode unknown grade level words utilizing previous learned strategies and verify the word's meaning within the context of the selection. |
| A | C | Determine an author's purpose for writing or a student's purpose for reading. |
| D | | Identify themes, stated, implied, and recurring. |
| A | C | Identify an implied theme from a selection or related selections. |
| D | | Read, view, and recognize various literary types. |
| D | | Recognize the elements of various literary and media types. |
| I | | Explore the elements that determine types of fiction (e.g., suspense/mystery, comedy/humor, drama, historical fiction, romance, legends, and myths). |
| I | | Connect recurring themes to previously read materials and current readings. |
| A | C | Recognize literacy elements that shape meaning within context (e.g., symbolism, foreshadowing, flashback, irony, mood, and tone). |
| A | C | Identify how the author reveals character (e.g., physical characteristics, dialog, what others say about him, and what he does). |
| D | | Evaluate strategies and devices used by authors to create mood. |
| D | | Explain the exposition, rising action, climax, falling action, and resolution/denouement. |
| D | | Distinguish among varying types of conflict (e.g., man vs. man, man vs. nature, and man vs. himself). |
| A | C | Identify on a graphic organizer the points at which various plot elements occur. |
| I | | Explore subplots in literary selections and films. |
| D | | Compare and contrast plot elements between or among stories. |
| D | | Determine whether the characters are stereotypical or realistic. |
| A | C | Recognize the author's point of view (i.e., first person, third person, limited, or omniscient). |
| A | C | Determine how a story changes if the point of view is changed. |
| D | | Summarize, paraphrase, and evaluate selected passages. |
| D | | Use deductive reasoning to facilitate and to extend understanding of texts. |
| D | | Examine the differences among nonfiction materials (e.g., letters; memoirs; diaries; journals; documentaries; autobiographies; biographies; and educational, informational, and technical texts). |
| A | MG | Recognize and identify words within context that reveal particular time periods and cultures. |
| A | MG | Determine the influence of culture and ethnicity on the themes and issues of literary texts. |
| A | T | Identify examples within context of similes, metaphors, alliteration, onomatopoeia, personification, and hyperbole. |
| D | | Demonstrate knowledge of literary elements that shape meaning and determine tone, such as symbolism, idioms, puns, flashback, foreshadowing, irony, mood, and tone. |
| I | | Explore the concept of allusion. |

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| | | |
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| A | C | Distinguish among different genres (e.g., poetry, drama, letters, ads, historical fiction, biographies, autobiographies, and essays) and their distinguishing characteristics. |
| A | T | Locate information using available text features (e.g., maps, charts, graphs, indexes, glossaries, tables of contents, and appendices). |
| D | | Determine appropriate reference sources in various formats (encyclopedias, periodicals, and internet). |
| D | | Use media to view, read, and represent information. |
| D | | Use current technology as a research communication tool. |
| D | | Compare a variety of reference sources. |
| D | | Retrieve, organize, represent, analyze, and evaluate information to demonstrate knowledge acquired. |
| D | | Evaluate resources for reliability and validity. |
| D | | Refine skimming and scanning skills. |
| D | | Develop and use notes. |
| D | | Evaluate the impact of bias on daily life. |

WRITING

The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.

Process

| | | |
|----------|-----------|---|
| A | WP | Identify the purpose for writing (e.g., to inform, describe, explain, and persuade). |
| D | | Select, limit, and refine a topic. |
| A | WP | Identify the targeted audience for a selected passage. |
| D | | Identify the mode, usage level, and conventions for appropriate sharing of information with the selected audience. |
| D | | Use print and nonprint materials along with prior knowledge, content area knowledge, and personal experiences to provide background for writing. |
| D | | Use appropriate organizational strategies, including outlining and other graphic organizers, to produce a prewriting plan. |
| D | | Generate, focus, and organize ideas. |
| A | WP | Complete a graphic organizer (clustering, listing, mapping, and webbing) with information from notes for writing a writing selection. |
| A | WO | Select an appropriate thesis statement for a writing selection. |
| A | WA | Support thesis with elaboration, using supporting details, supporting examples, and/or anecdotes. |
| A | WA | Support and/or illustrate key ideas clearly using illustrations, anecdotes, descriptions, and facts. |
| A | WA | Write engaging introductory paragraphs and strong and clinching concluding paragraphs. |
| A | WO | Select illustrations, explanations, anecdotes, descriptions, and/or facts to support key ideas. |
| A | WA | Write well-organized and coherently developed paragraphs. |
| A | WP | Identify sentences irrelevant to a paragraph's theme or flow. |
| A | WO | Rearrange multi-paragraphed work in a logical and coherent order. |
| A | WA | Use precise language including active verbs, vivid words, colorful modifiers, figurative language, imagery, and experiment with incorporating allusion. |
| A | WP | Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage. |
| A | WA | Demonstrate facility in the use of language. |
| D | | Determine if word choices are appropriate for the target audience. |

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| | | |
|----------|-----------|---|
| I | | Explore tone as a way to develop a unique and consistent voice in original works. |
| A | WA | Compose clear and correctly punctuated complex sentences to vary sentence structure. |
| A | WP | Identify within context a variety of appropriate sentence-combining techniques (e.g., comma + coordinating conjunction, use of semi-colon, and introductory phrases or clauses). |
| A | WP | Choose the supporting sentence that best fits the context and flow of ideas in a paragraph. |
| D | | Enrich writing with information gathered from the various content areas. |
| A | WO | Select appropriate transitional devices or time order words to enhance the flow of the writing. |
| D | | Enrich writing with information gathered from the various content areas. |
| D | | Revise writing to focus on purpose and audience. |
| D | | Revise writing to focus on fluency of thought and coherence (e.g., sentences and paragraphs flow smoothly together, evidence of syntactic variety/varied sentence structures). |
| D | | Analyze writing for clarity of thought. |
| D | | Determine the effectiveness of the organization of the written draft (e.g., chronological order or sequence maintained, creative introduction, appropriate thesis, supportive statements, and effective transitions). |
| A | WA | Revise and edit writing for elements of language. |
| D | | Proofread using prior knowledge and experience, reference materials, and technology. |
| M | | Use appropriate proofreading symbols. |
| M | | Create readable documents. |
| A | WA | Integrate all steps of the writing process: prewriting, drafting, revising, editing, and publishing. |
| D | | Publish a final draft. |
| A | WO | Select the most appropriate title for a passage. |
| D | | Develop and use a rubric for evaluation. |
| D | | Recognize the strengths, errors, and challenges in peers' writing and make appropriate comments of praise and suggestions for improvement. |
| D | | Evaluate improvements made in own work and others' work. |
| D | | Identify multiple sources of technology to prepare and present work and to add photographs, graphs, tables, and/or illustrations to support the focus of the work. |
| A | T | Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, and internet source). |
| D | | Identify opportunities for publication (e.g., local and national contests, internet websites, and newspapers/periodicals). |

Product

| | | |
|----------|-----------|---|
| A | T | Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode. |
| M | | Write competently in the narrative and descriptive modes. |
| D | | Write frequently in the expository mode. |
| M | | Apply the Tennessee state assessment rubric to an expository essay. |
| A | WA | Write well-developed, organized, and coherent essays in response to expository prompts. |
| D | | Incorporate varied expository structures (e.g., problem/solution, compare/contrast). |
| D | | Use models of expository writing. |
| I | | Write a persuasive paper with a clearly focused argument and relevant supporting details. |
| D | | Write personal essays. |

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| | | |
|----------|--|--|
| D | | Produce a variety of creative work utilizing information gathered from the various content areas (e.g., journals, magazines, poems, letters to the editor, dialogues between famous people, and webpages). |
| D | | Respond to original questions and/or problems from all content areas. |
| D | | Respond to content area information, including fine arts, in creative ways (e.g., create graphic, nonprint essays; write poems; and create works of art). |
| D | | Produce a variety of technical works utilizing knowledge from the content areas (e.g., explanations of projects and problems, science experiment projects, demonstrations, editorials, and documents). |
| D | | Research topics and organize gathered information into presentable documents. |
| D | | View, read, and/or listen to examples of various writing styles. |
| D | | Produce a variety of creative works including responses to literature, autobiographical sketches, reflective pieces, poems, and stories. |
| D | | Produce a variety of nonfiction pieces including, technical writing, career-related materials, analysis of literature, and persuasive essays. |
| D | | Continue to use dictionaries, thesauri and other word referenced materials. |
| D | | Use interviews, surveys, polls, graphs, and illustrations in writing and presenting as support for research. |
| D | | Continue to use computer technology to find information, to create reports and presentations, and to support research. |
| D | | Analyze and assemble gathered information into a research paper or document. |
| D | | Continue to use examples and details collected from all available and reliable resources. |
| D | | Write personal reflections to situations, experiences, and events for oneself and others. |
| D | | Continue to write to acquire knowledge (e.g., express, organize, and clarify thinking, take notes, synthesize information, and enhance communication). |
| I | | Give credit to both quoted and paraphrased materials used in research. |
| D | | Utilize resources available in the media center. |
| D | | Evaluate website sources for reliability. |

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ELEMENTS OF LANGUAGE

The student will use standard English conventions and proper spelling as appropriate to speaking and writing.

| | | |
|----------|----------|---|
| A | G | Identify the correct use of the following: <ul style="list-style-type: none"> nouns (e.g., common/proper, singular/plural, possessives, direct/indirect objects, and predicate nouns); verbs (e.g., subject-verb agreement, transitive/intransitive, linking/action, tense consistency, perfect tenses, regular/irregular, voice, and verb phrases); pronouns (e.g., pronoun-antecedent agreement, reflexive, interrogative, demonstrative, pronoun case, and conjunctive adverbs); adjectives (e.g., comparative/superlative, phrases and clauses, predicate adjectives, and common/proper); adverbs (e.g., comparative/superlative, phrases and clauses, and conjunctive adverbs); conjunctions (e.g., coordinating, correlative, subordinating to combine sentences and elements); interjections. |
| A | G | Identify the correct placement of prepositions and prepositional phrases within context. |
| A | G | Select the correct pronoun/antecedent agreement for personal pronouns within context. |
| A | G | Recognize usage errors occurring within context. <ul style="list-style-type: none"> subject/verb agreement; pronoun case; double negatives; comparative/superlative forms; troublesome word groups (were/where, which/that/who, who/whom). |
| D | | Compare regional differences in dialect, speech, and usage and explore reasons for those differences. |
| D | | Continue the correct use of capitalization (titles, business letters, quotations, proper nouns and adjectives). |
| A | G | Select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures. |
| A | G | Select the correct pronoun/antecedent agreement for personal pronouns within context. |
| A | G | Identify the correct use of commas (e.g., compound sentences, coordinating conjunctions, introductory words, appositives and interrupters) within context. |
| M | | Form both singular and plural possessives using apostrophes. |
| D | | Spell correctly high frequency words, appropriate grade level words, and content area words. |
| D | | Proofread for accuracy of spelling, using appropriate strategies to confirm spelling, and to correct errors. |
| A | G | Identify and use appositives and appositive phrases and infinitives and infinitive phrases. |
| A | G | Recognize the appropriate use of gerund and participial phrases. |
| D | | Identify and place correctly within a sentence adjective, adverb, and noun clauses. |
| A | G | Select the most appropriate method to correct a run-on sentence (e.g., conjunctions, semi-colons, and periods to join or separate elements) within context. |
| D | | Correct sentence fragments by supplying the missing sentence elements. |
| I | | Identify the subject and predicate of an inverted order sentence. |
| D | | Use subordination, apposition, coordination, and appropriate phrases (prepositional, transitional) to indicate clear relationships within a sentence or paragraph. |
| D | | Distinguish between clauses (independent and subordinate) and phrases (verb, adjective, adverb, appositive, and prepositional). |

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